

1-2-2016

SPECIAL ISSUE: Association for the Advancement of Collegiate Schools of Business (AACSB) Accreditation Current Issues

Kathleen J. Barnes
University of New Haven

George Smith
University of South Carolina Beaufort

Sarah Vaughn
La Rochelle Business School

Follow this and additional works at: <https://scholarship.shu.edu/omj>



Part of the [Organizational Behavior and Theory Commons](#), and the [Organizational Communication Commons](#)

Recommended Citation

Barnes, Kathleen J.; Smith, George; and Vaughn, Sarah (2016) "SPECIAL ISSUE: Association for the Advancement of Collegiate Schools of Business (AACSB) Accreditation Current Issues," *Organization Management Journal*: Vol. 13: Iss. 1, Article 9.

Available at: <https://scholarship.shu.edu/omj/vol13/iss1/9>



Official Journal of the Eastern Academy of Management

CALL
FOR
PAPERS

Organization Management Journal

SPECIAL ISSUE: Association for the Advancement of Collegiate Schools of Business (AACSB) Accreditation Current Issues**GUEST EDITORS:** Kathleen J. Barnes, George Smith, Sarah Vaughan**DEADLINE:** May 1, 2016**EDITOR-IN-CHIEF:****William P. Ferris***Western New England University***PUBLICATION DETAILS:**

Volume 13, 2016

4 issues per year

Online ISSN: 1541-6518

BACKGROUND INFORMATION

This special issue of *Organization Management Journal* (OMJ) will focus on current issues in Association for the Advancement of Collegiate Schools of Business (AACSB) accreditation. The AACSB Accreditation Standards challenge post-secondary educators to pursue excellence and continuous improvement throughout their business programs. AACSB Accreditation is known, worldwide, as the longest standing, most recognized form of specialized/professional accreditation an educational institution and its business programs can earn.

This special issue represents an opportunity for affirmative dialog about the role of accreditation in management education in developing a new generation of leaders capable of managing the complex challenges faced by business schools and their stakeholders in the 21st century. This focus is especially salient given the ongoing debates about the influence and relevance of business education in delivering a quality education to prepare their students for productive jobs in business. We believe it is important for faculty and administrators to (1) understand the 2013 AACSB standards, the evolution of the standards, and their relationship to quality business education programs; (2) share knowledge about their curriculum, policies, practices, and experiences implemented to acquire or maintain AACSB accreditation; and (3) critically examine the opportunities and challenges associated with AACSB accreditation.

Integrating AACSB into the business and management curriculum and administration requires distributing emerging knowledge and best practices which in turn can promote collective inquiry into associated philosophical, conceptual, empirical and pragmatic issues. Key topics may include but are not limited to:

- 2013 AACSB Standards
- Assurance of Learning (AoL)
- Enhancing and Measuring Impact - AACSB accreditation standards
- The Future of Accreditation and Management Education

...continued on next page

These key issues might be addressed at the following levels of analysis:

- **Course Level.** What are course designs that successfully integrate AACSB standards? Which experiential exercises promote students' learning with respect to the AACSB standards? What professional development activities support the ability to deliver AACSB standards to students?
- **Institution Level.** What curriculum configurations support AACSB standards? What political and/or intellectual challenges did individuals face in advocating for AACSB standards' adoption at their institutions and how were these overcome? Is there a distinction among AACSB standards that can or should be taught at the undergraduate, master's, and continuing executive education levels?
- **Discipline Level.** Are there teaching and learning and assessment strategies better suited for various content areas? How does AACSB accreditation provide options to integrate intellectual content within and across disciplines? How do changes in cultural or nation state environments influence AACSB accreditation? What current educational assumptions or practices does AACSB accreditation force educators to question and challenge?

Conceptual, empirical, and practice-focused papers are welcome. Authors are encouraged to contact the guest co-editors regarding paper development sessions at various 2015 and 2016 professional conferences. Individuals knowledgeable about AACSB standards and practices are encouraged to volunteer as reviewers to the issue by contacting any of the issue co-editors below.

SUBMISSION INFORMATION

The deadline for submissions is **May 1, 2016**. Information on submissions formatting and submission can be found at the journal homepage, www.tandfonline.com/uomj. Submissions should be original, not published in any other source, and no more than 45 pages long, including references, figures, tables, appendices, etc. Submit electronic submissions, Word or RTF files only through the journal homepage link at <https://mc.manuscriptcentral.com/omj>. Under submission type, select Special Issue: AACSB. Prospective authors as well as potential reviewers are encouraged to contact one of the guest co-editors.

Kathleen J. Barnes

University of New Haven
kathleenjbarnes@gmail.com

George Smith

University of South Carolina Beaufort
geosmith3@gmail.com

Sarah Vaughan

La Rochelle Business School (Groupe Sup de Co LaRochelle)
vaughans@esc-larochelle.fr